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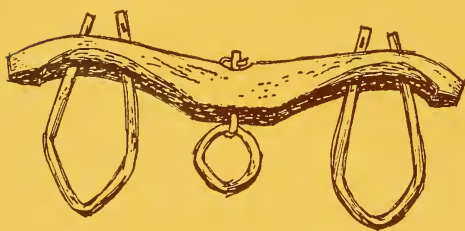
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1942

Houser, M. L.

Young Abraham Lincoln and
Log College

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YOUNG
ABRAHAM LINCOLN
AND
LOG COLLEGE



Young Abraham Lincoln and Log College

●

By
M. L. Houser


●

Lester O. Schriver
Peoria, Ill.
1942

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Foreword

When Homer began to sing, his sonnets fell upon the ears of dull barbarians, but he peopled the sky with heroes, and the shepherds on a thousand hills looked up, caught visions of greatness and themselves became great, for Greece has furnished orators, statesmen, poets, philosophers and warriors for all the civilized world to follow.

So Abraham Lincoln, not less rugged and simple than this ancient bard, peopled American skies with the noblest ideals, and these have been reflected in the character of our citizens.

Dr. M. L. Houser believes that the "Sad and Lonely Man From the Sangamon" was the logical product of his environment and education. He believes that young Lincoln's alert and expanding mind began its eager exploration of knowledge before the family removed from Kentucky. He also believes that the fourteen years in Indiana were not only years of hard physical work, but that they were also years of purposeful reading and study; and that when he reached Illinois he was educated far above the average.

I believe Dr. Houser has proved his case. Abe Lincoln was not a young ignoramus when he reached New Salem. He possessed a trained and disciplined mind. Like another mighty soul about whom it was said, "Never man spoke like this man", he might have possessed little formal education but he constantly "Increased in wisdom and stature and in favor with God and Man." That process working in the mind and heart of a boy and youth constitutes education in its best sense. Yes, Young Lincoln surely went to Log College.

LESTER O. SCHRIVER.

December 25, 1942.

The ideal college consists of a
log of wood with an instructor on
one end and a student at the other.

—HORACE MANN.

YOUNG ABRAHAM LINCOLN AND LOG COLLEGE

IN a sketch of his life which he wrote for John Locke Scripps, for campaign purposes, in 1860, Mr. Lincoln said:

Abraham now thinks that the aggregate of his schooling did not amount to one year. He was never in a college or academy building as a student, and never inside a college or academy building till since he had a law license. What he has in the way of an education he has picked up. After he was twenty-three and had separated from his father, he studied English grammar—imperfectly, of course, but so as to speak and write as well as he now does. He studied and nearly mastered the six books of Euclid since he was a member of Congress. He regrets his want of education, and does what he can to supply the want.¹

Following Lincoln's lead, every early Lincoln biographer, with an occasional slip, rang all the changes on his lack of opportunities before going to Illinois; and, also, regarding his almost total lack of formal education when he arrived at New Salem, which occurred soon after he reached his majority.

It is true that they told of his having been a voracious reader and relentless student in Indiana, and that he "borrowed and read every book he could hear of for fifty miles around"; but the specific books mentioned were largely such as a child might find interesting, and the kind his unlettered associates would remember—Aesop's Fables, Pilgrim's Progress, a Life of Franklin, etc.

BUT, within less than three years after Lincoln reached Illinois, Denton Offut had declared that Abraham "knew more than any man in the United States," Lincoln had been elected Captain of his company in the Black Hawk War, had received 277 votes out of 284 in his own precinct for membership in the General Assembly of the State, and had attracted the favorable notice of the best educated and most influential men at Springfield. Soon after that, he was a competent surveyor, and had been elected over popular and cultured men to a seat in the legislature. After but a short service there, he became the leader of the Sangamon delegation and of his party in the State; was envied by his associates for his political acumen, his resourcefulness, and his genius for leadership.

All of which foregoing, taken together, leaves much to be desired in

the way of logical sequence; unless, of course, one has a boundless faith in the miraculous; the which Mr. Lincoln, himself, did not. He once said:

There are no accidents in my philosophy. Every effect must have its cause. The past is the cause of the present, and the present will be the cause of the future.²

Some years later, Thomas H. Huxley, the great English scientist and philosopher, expressed the same thought in similar words:

To any person who is familiar with the facts * * * and is competent to establish their significance, it has ceased to be conceivable that * * * events should depend upon any but the natural sequence of cause and effect. We have come to look upon the present as the child of the past and as the parent of the future.³

Perhaps because he was ignorant of many of the conditions which surrounded the Lincolns in Indiana, and accepted pure political propaganda for history, the sudden, profuse, and seemingly inexplicable, blossoming of Lincoln, immediately following Lincoln's arrival in Illinois, remained an apparently insoluble mystery to the present writer, until he chanced to learn that Grace Ayde Enghof, an educator and historian of the Lincoln Country in Indiana, had affirmed:

Many of the local pioneer families took great pride in sending at least one child out of the State to school; and their textbooks were brought home and passed around.⁴

Inquiry developed that three other historians in that section had pursued independent investigations regarding this phase of Lincoln's Indiana environment, and were generously willing to share the results of their researches with others. No one of them has been able to find much *documentary* evidence; but family traditions, as voiced by the descendants of people who were close neighbors of the Lincolns, seem illuminating.

Charles T. Baker, Grandview, Indiana, editor of a local newspaper, and a keen researcher, says:

Every child, except one, in the Grigsby family attended schools outside the State. The girls probably went to *Bardstown, Kentucky*. Aaron Grigsby, who married Sarah Lincoln, Abraham's sister, attended a school for two years and studied law, probably at *Hampden-Sidney, Virginia*, the ancestral home of the Grigsbys. He rode a horse all the way, and then sold it to help pay his expenses. Reuben Grigsby studied surveying, it seems likely at *Lexington, Kentucky*. Abraham borrowed his books, and was coached in their study by James Blair, who had received a good education in the East before coming to Indiana. Blair's granddaughter confirms these statements. I have reason to believe that other Lincoln neighbors, like William Wood,

lent Abraham books, and coached him in their study. Nancy, Sarah, and Elizabeth Ray, daughters of Ezekial Ray, were sent to *Bardstown, Kentucky*. Ray lived at Yellow Banks. The Lincoln and Ray homes were sixteen miles apart, but the families often visited each other. Betsey Ray married Reuben Grigsby, so she and Sarah Lincoln were sisters-in-law. At least one of the Gentrys attended a school of higher learning. Members of other families in the Lincoln neighborhood—notably the Brooners, Coxes, and Lamars—later displayed educations far above what could have been obtained in subscription schools.

Bess V. Ehrmann, Rockport, Indiana, author of Lincoln books, and for many years a leading figure in the Southwestern Indiana Historical Society, wrote:

Matthew Gentry attended school at *Louisville, Kentucky*. James Gentry, Jr., was sent to school at *Owensboro, Kentucky*. His granddaughters, who live here, remember some of his classmates. Mrs. Nancy Grigsby Inco told me that Aaron Grigsby, who married Lincoln's sister, brought home law books which Lincoln borrowed. In my research work, I have found a number of Spencer County pioneers who were college men.

Francis Marion Van Natter, Vincennes, Indiana, author and soldier, told the present writer:

William Jones, whose father ran a tavern here, attended *Vincennes University* before opening near the Lincoln home the store in which Abraham sometimes clerked. As to whether or not Jones retained his textbooks and coached young Lincoln in their study, there seems to be no record.

* * *

It appears, then, that according to several independent traditions, a number of Abraham's youthful associates—all, or nearly all, of whose textbooks would be available to him—attended at least six schools of higher learning in three States.

* * *

If, in the 1820's, Lincoln had access to, and diligently studied, the textbooks used in academies, seminaries, and colleges, the question immediately arises as to why, in the late 1850's, he should ignore having had such advantages, and thereby minimize the opportunities which he had enjoyed. We might also wonder why during the latter period he repeatedly asserted that he was "not fit to be President" while making every effort to secure that exalted position. Several explanations, each possibly a factor, suggest themselves.

— — —

A vast majority of the voters at that time were unlettered, many of them illiterate; and they liked to believe that one man is just as good as

another, often better, regardless of educational advantages. They felt flattered when an uneducated man attained distinction; and love of flattery among the sons of Adam is not a recent acquisition. Many churches then refused to employ "learned" preachers. The only anti-Democratic Presidential candidate who had won a smashing victory in a generation was William Henry Harrison; and his triumph had been secured by using the log cabin, coon skin, cob pipe, hard cider, motive. The common people loved the common people. Mr. Lincoln was honest; but they do err greatly who suppose he was a political innocent, or that he didn't "break to win." He knew that to accomplish what he wished to accomplish, and what eventually he did accomplish, he must be elected; that to be elected, he must have votes; and that in securing votes, sentiment is mightier than the pen, a fence-rail slogan more potent than arguments. Lincoln wanted to be right; he also wanted to be President. Not so modest in his ambitions as Henry Clay, he would rather be both. His preference for votes over a reputation for erudition was a practical endorsement of a couplet then popular:

Don't send me flowers, or give me the seed;
Flowers is pretty, but shoeses is what I need.

Had the exigencies of politics demanded, Mr. Lincoln probably would have emphasized his early educational advantages instead of decrying them; and it looks now as if he might have offered a very convincing thesis.

— — —

After Lincoln's term in Congress, where he listened to speeches by eloquent Eastern orators who valued and practiced rhetorical restraint, his own style changed; and he seems, also, to have acquired a keen appreciation for what our English friends call "the value of under-statement."

— — —

Early in life, apparently, Mr. Lincoln subscribed to the dictum, "The fruits of the earth drop into the laps of the meek"; and there was scarcely a time after he reached Illinois when his own lap was not maintaining a receptive attitude toward some rich political fruit, eventually the Presidency; and his meekness occasionally approached abasement.⁵

* * *

If the traditions heretofore recounted are trustworthy, associates of young Lincoln in Indiana attended the following, or similar, schools:

Transylvania University, Lexington, Kentucky.
Jefferson Seminary, Louisville, Kentucky.
Salem Academy, Bardstown, Kentucky.

Hampden-Sidney College, Hampden-Sidney, Virginia.
Vincennes University, Vincennes, Indiana.
Owensboro, Kentucky.

* * *

While Kentucky was a bit slow in establishing an efficient common school system, and her pioneer "old field" and "hedgerow" primary schools are now principally famous for what they lacked, academies and seminaries, both public and private, flourished in various settlements as early as in 1788. For their persistent efforts to establish and popularize schools of higher learning, the names of Filson, Holly, Wallace, Rice, Priestley, Todd, Craig, Wilson, Brooks, and others, are still revered throughout the State.

Under a legislative act passed in 1798, 6,000 acres of land, each, were granted to Bourbon, Winchester, Franklin, Bethel, Pisgah, and Salem, Academies. Twenty county academies were established and endowed with public land. It was hoped that these schools would function as feeders for Transylvania University, which, with other schools, was then making Lexington "the Athens of the West."

In co-educational schools, and schools for boys, the common branches were always taught; often, the elementary sciences; sometimes, French, Latin, and Greek; with much emphasis frequently placed on higher mathematics and surveying. Surveyors in that new country were in urgent demand, and they often could supplement their professional earnings by teaching primary schools.

In private schools for girls, the common branches, ornamental literature, poetry, elementary art, music, dancing, and fancy needlework, were taught; Clark says about everything except how to manage a husband. Perhaps that was instinctive.

* * *

Transylvania University, Lexington, Kentucky, was founded in 1798 by the union of Transylvania College and Kentucky Academy. In addition to the curriculums already in force in the merging schools, chairs of law and medicine were established. During the period in which we are particularly interested, 1820-30, Transylvania was in the heyday of its development. At its head was Horace Holley, and the school soon became his "lengthened shadow." A graduate of Yale, he later studied law in New York, theology in Boston. His executive ability, learning, intellectual liberality, and genius for making useful friends, attracted to Transylvania some of the leading educators of the country, and gave it an abler leadership

than many of its older Virginia contemporaries. A large number of its students, especially those in law, returned home to become leaders in their commonwealths.

Jefferson Seminary, Louisville, Kentucky, was chartered in 1798, and endowed with 6,000 acres of land. By an additional act, passed the same year, it was empowered to raise \$5,000 by lottery for building purposes. In 1813, the trustees purchased two and three-fourths acres of land, upon which was erected a one and one-half story, 20 by 60, brick building, with two large rooms on the ground floor. School was opened in 1816, with between forty and fifty students; and with Mann Butler, the noted historian, as principal. It was, from the start, a comparatively high-grade institution, furnishing instructions in both regular and classical studies; and it was used largely as a finishing place for more-elementary schools.

Salem Academy, Bardstown, Kentucky, owed its rapid rise after 1788 to James Priestley, a somewhat eccentric character, but a firm disciplinarian and an outstanding teacher in mathematics and the classics. Under his direction, we are told, it "became one of the foremost institutions of learning in that region." Two of Priestley's students became United States Senators, and five had counties named for them. Ben Hardin, one of Kentucky's most famous lawyers, was educated there. There appear to be no records extant which disclose when this school was discontinued.

In the period 1820-30, two good church schools functioned at Bardstown. A seminary for boys which was moved there soon became *St. Joseph's College*. By 1824, buildings costing \$20,000 had been erected. Jefferson Davis was a student there for two years. *Nazareth Academy*, for girls, was established in 1814, and moved to its present site near Bardstown in 1822. The thoroughness and strength of its courses gave it a widespread popularity.

Hampden-Sidney College, Hampden-Sidney, Virginia, was founded in 1776, chartered in 1783. Among its early trustees were Patrick Henry and James Madison. Its alumni include President William Henry Harrison and General Sterling Price. The land on which it stands was donated by Peter Johnson, the grandfather of General Joseph E. Johnson. Its first President, Samuel S. Smith, announced that its primary object was "to form good men and good citizens, on the common and universal principles of morality, distinguished from the narrow tenets which form the complexion of any sect." In 1777, sixty-five of its students, under Captain John Blair Smith, marched to the defense of Williamsburg. In the 1820's, Jonathan

P. Cushing was President. He was a practical man of business, an able scholar, and an inspiring teacher. "During his administration," we are told, "the spirit and standard of few colleges, North or South, were superior." Hampden-Sidney College has never had a law course; but in the 1820's, her students sometimes studied law under Hon. H. E. Watkins or Judge Crede Taylor, both of whom lived near.

Vincennes University, Vincennes, Indiana, was incorporated by the territorial legislature of Indiana in 1806, and received a large grant of land. Its charter provided for a collegiate course of study and the right to establish chairs of law, medicine, and theology. William Henry Harrison was elected chairman of the board of trustees. On April 10, 1811, school was opened in a large two-story brick building, with the Reverend Samuel T. Scott as President. It is claimed that for a number of years this institution "made splendid progress."

In Indiana, during the 1820's, a private academy or seminary was established at each of the following towns: Corydon, Livonia, New Albany, New Harmony, Lawrenceburg, and Logansport.

Owensboro, Kentucky. No records seem to be extant regarding a school of higher learning at Owensboro in the 1820's; so if James Gentry, Jr., attended such a school there at that time, it was probably one of the private academies then so prevalent in Kentucky.

Fortunately, the records of *Rural Academy*, then maintained in Green County, disclose the character and scope of institutions of its kind. These records came down from her ancestors to Fern Nance Pond, Petersburg, Illinois; and she has graciously permitted us to copy the following paragraphs from her classical study, *Intellectual New Salem in Lincoln's Day*.

"Nathe Owens maintained a private school at his pretentious plantation home; and to this school came professors from Transylvania University to give instructions to his children. On invitation, Thomas J. Nance; his brother, Allen Q. Nance; and his sister, Parthena, later wife of Samuel Hill at New Salem, Illinois, became students at the Owens school.

"Shortly before Thomas J. Nance went to New Salem, Professor James McElroy, Superior of Rural Academy, as the Owens school was called, certified that Thomas had studied, and was qualified to teach, the following subjects: geography; spelling; writing; arithmetic; grammar [he owned a Kirkham]; definition and composition; history, ancient and modern; rhetoric; logic; philosophy, natural and moral; rudiments of astronomy, with the use of globes; geometry; and chemistry.

"In a speech delivered before the New Salem Temperance Society, Nance thus addressed the ladies:

'Is it not a lamentable truth that men too often prostitute their boasted faculties to the destruction of female happiness? Is it not to be lamented that while the father and the brother have been feasting on the flowing bowl, many of your sex have drunk the dregs of bitterest sorrow, and your best endeavors have been paralyzed by an important union with a lover of ardent spirits? These truths authorize the opinion that the success of Temperance Reform will brighten your fairest prospects, and add much to your social enjoyment by a better cultivation of those amiable dispositions requisite to your temporal welfare.'

"More than a year later, Nance received an interesting comment concerning his temperance speech from his old friend and schoolmate, Mary Owens. In a letter to Nance, written from Green County, Kentucky, in 1835, she said:

'I can with pleasure say to you that the infant cause of temperance which you left, has almost grown to manhood, shedding abroad its benign influence through our land. We now and then have an opposer on this subject, but they are fast hiding their diminished heads before the burst of light perceptible to the most casual observer. From Mr. Henry I learn of the opposition you have met with among your anti-temperance friends, and some of them, I fear, art allied to me by the ties of consanguinity. Patience and perseverance will accomplish wonders; and you, I sincerely hope, will ere long reap the reward of your exertions.' "

* * *

For the consideration of anyone who supposes that young Lincoln did not acquire in Indiana the somewhat-stilted college style of expression then current, we suggest a comparison of the above extracts with the following excerpts of which he was the author. The first of those below is believed to be a part of Lincoln's Indiana essay on "National Politics," of which Judge Pitcher said, "The world can't beat it."

The American government is the best form of government for an intelligent people; it ought to be kept sound and preserved forever.
* * * General education should be fostered and carried over the country; and the constitution should be saved, the Union perpetuated, and the laws revered, respected, and enforced."

The second is a paragraph from an announcement to voters, written soon after he went to Illinois:

For my part, I desire to see the time when education—and by its means, morality, sobriety, enterprise, and industry—shall become much more general than at present, and should be gratified to have

it in my power to contribute something to the advancement of any measure which might have a tendency to accelerate that happy period.⁷

* * *

There is another possibility. While Lincoln's statement that in Indiana he "borrowed and read every book he could hear of for fifty miles around," should not be taken too literally, it does indicate that he made good use of all the resources that were available to him. If he secured from friends who had attended different academies and colleges a variety of textbooks on each subject in which he was interested, possibly on practically all of the branches of learning then commonly taught in such schools, he probably acquired thereby a better knowledge of those sciences than any of his associates who attended one school and studied a single text on each subject. Years ago, the present writer knew a farmboy who lived under somewhat similar circumstances, but hoped someday to study medicine. This boy secured from friends who had attended colleges, and the local doctor, several different textbooks, each, on Zoology, Botany, Anatomy, and Physiology; and through spare time study, eventually acquired a more comprehensive and accurate knowledge of those sciences than was possessed by his college-going friends or local teachers.

* * *

Someone, Horace Mann I believe, once said in substance that "an earnest student on one end of a log, and a competent and inspiring teacher on the other end, constitutes a college." If that statement is true; if the traditions that a number of young Lincoln's associates attended schools of higher learning and made their textbooks available to him are factual; and if the information that he was privately tutored by James Blair and others is reliable, then the inference in the title selected for this study is, we believe, justifiable.

Historical facts are said to have been demonstrated when the evidence presented makes the assumption that they did *not* happen highly improbable. Whether the evidence presented herein is believed to amount to a demonstration, or to afford only a reasonable hypothesis, or to constitute merely a more-or-less interesting speculation, some students may be interested in the type of textbooks which Lincoln's youthful associates are believed to have used, and which it is claimed that he studied.

A rather extensive survey among educators, librarians, and other bibliophiles, indicates that, with the exception of the first one, the following textbooks were at least among the most popular of those used during

the 1820's in the academies and colleges of Kentucky, Virginia, and Indiana; and that they are, in any event, typical of all the rest.

Dilworth's	Speller
Kentucky Preceptor	Reader
Pike's	Arithmetic
Murray's	Grammar
Blair's	Rhetoric
Grimshaw's	History
O'Neill's	Geography
Bonnycastle's	Algebra
Ferguson's	Astronomy
Say's	Political Economy
Paley's	Moral Philosophy
Gibson's	Surveying

*Heaven is not gained at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.*

—HOLLAND.

A
NEW GUIDE
TO THE
English Tongue:

IN FIVE PARTS.
CONTAINING,

I. Words both common and proper, from one to six Syllables: the several Sorts of *Alphabet* in the common use, being distinguished by Tables, into Words of one, three, and four Letters, &c. with six short Lessons at the End of each Table, not exceeding the Order of Syllables in the foregoing Tables. The several Sorts of *Alphabet* also being ranged in proper Tables, have their Syllables divided; and Definitions placed at the Head of each Table for the use of the *Pupil*.
II. A large and useful Table

of Words, that are the same in Sound, but different in Sense, very necessary to prevent the writing one Word for another of the same found.

III. A short but comprehensive *Grammar* of the English Tongue, delivered in the most familiar and instructive Method of *Question and Answer*: necessary for all such Persons as have the advantage only of an English Education.

IV. A useful Collection of *Sentences*, in *Prose and Verse*, *Devout, Moral and Historical*, together with a select Number of *Fables*, adorned with proper *Engravings*, for the better Improvement of the Young Beginner. And
V. *Forms of Prayer* for Children, on several Occasions.

The Whole being recommended by several Clergymen and eminent Schoolmasters, as the most useful Performance for the Instruction of Youth, is designed for the Use of SCHOOLS.

By THOMAS DILWORTH,
Author of the *Schoolmaster's Assistant*; *Young Book-keeper's Assistant*, &c. &c. and Schoolmaster in *Haddington*.

PHILADELPHIA:
PRINTED BY JAMES & JOHNSON,
MDCCLXXI.

The first textbook that Lincoln studied and the foundation on which most pioneer educations were based.

DILWORTH'S SPELLER

(1791)

— — —

A New Guide to the English Tongue, popularly known as Dilworth's Speller, by Thomas Dilworth (-1780), a schoolmaster at Wapping, England, was not an academic textbook; but is included here because it was the foundation on which practically all pioneer educations were based, because its study usually preceded the use of academic and collegiate textbooks like those mentioned on succeeding pages, and for the additional reason that it is believed to have been the first book that Lincoln studied.

First printed in England in 1740, it was copied by American printers, soon ranked as the leading elementary textbook of the colonies, and remained in vogue for some time after the Revolutionary War. It is a combination Speller, Reader, and Grammar. In addition, it contains tables of homonyms, illustrated fables, and prayers for special occasions.

The first spelling lesson starts with the syllable "ba," and the last one begins with the word "A-bel-beth-ma-a-cah."

Some of the homonyms, which cover several pages, indicate that there have been changes since its day in both spelling and pronunciation:

Air, *one of the elements.*
Are, *they are.*

Collar, *for the neck.*
Collar, *Beef Brawn.*

The Reading lessons start with easy sentences. Near the end of the book, they are made up of paragraphs, such as the following:

A desire to excell others in virtue is very commendable; and a delight in obtaining praife deferves encouragement, becaufe it difcovers an excellent mind: But he is wicked, who employes his thoughts only to out-going the worft of villiany. Such a contention is diabolical.

Elementary Grammar is taught by means of questions and answers:

Q. What is Grammar?

A. Grammar is the fcience of letters, or the art of writing and fpeaking properly and fyntactically.

The child who mastered this little book might be expected to spell correctly, read with some facility, have a good knowledge of elementary Grammar, and be well grounded in primary ethics and religion.

Words of Four Syllables.

TABLE I.

Note, The Accent is on the first Syllable.

A ccept a ble
 ac ces sa ry
 ac cu ra cy
 ac cu rate ly
 ad mi ra ble
 ad mi ral ty
 ad ver sa ry
 a la ba ster
 a mi a ble
 a mi ca ble
 an nu al ly
 an swer a ble
 a po plex y
 ap pli ca ble
 Ca ter pil lar
 ce re mo ny
 cha ri ta ble
 com fort a ble
 com ment a ry
 com mon al ty
 com pe ten cy
 con quer a ble
 con tro ver sy
 cor di al ly
 cour te ous ly
 cow ard li ness
 cre dit a ble
 cri ti cal ly
 cu stom a ry
 Da mage a ble
 dif fi cul ty
 dif pu ta ble
 Ef fi ca cy
 e le gan cy
 e mi nen cy

ex em pla ry
 ex qui site ly
 For mi da ble
 Gen tle wo man
 gil li flow er
 go vern a ble
 gra ci ous ly
 Ha bit a ble
 ho no ra ble
 I mi ta ble
 im pu dent ly
 in ti ma cy
 La ment a ble
 li te ra ture
 lu mi na ry
 Ma le fac tor
 ma tri mo ny
 mea sure a ble
 me lan cho ly
 me mo ra ble
 mer ce na ry
 mi se ra ble
 mo men ta ry
 mul ti pli cand
 mul ti pli er
 Na vi ga tor
 ne ces sa ry
 nu mer a ble
 Or di na ry
 Pa la ta ble
 par don a ble
 par li a ment
 pas si on ate
 pe ne tra ble
 pen si on er

pe rish a ble
 per se cu tor
 per son a ble
 pin chu shi on
 prac ti ca ble
 pre fer a ble
 pro fit a ble
 pro mis so ry
 pro se cu tor
 Rea son a ble
 re pu ta ble
 Sanc tu a ry
 sea son a ble
 se cre ta ry
 se pa ra ble
 ser vice a ble
 so li ta ry
 so ve reign ty
 spe cu la tive
 sta ti on er
 sta tu a ry
 sub lu na ry
 Tem po ra ry
 ter ri to ry
 tes ti mo ny
 tran si to ry
 Va lu a ble
 va ri a ble
 va ri ous ly
 vi o la ble
 vir tu al ly
 vo lun ta ry
 Ut ter a ble
 War rant a ble
 wea ther beat en

THE KENTUCKY PRECEPTOR
(1812)

Before the Revolutionary War, most of the schoolbooks used in the colonies were imported from the mother country. Readers were often called "Preceptors," with a prefix to indicate their English origin. After the war, American publishers began to supply compilations under such titles as "Columbian Class Book," "Columbian Orator," and "American Preceptor." Early in the 1800's, someone at Lexington, Kentucky compiled a collection of "pieces" under the title of "The Kentucky Preceptor"; and it contained some of the best selections in both English and American literature. The names of the compiler and most of the authors are not given. In the Preface the reader is assured that:

Tales of love, or romantic fiction, or anything which might tend to instill false notions into the minds of children, have not gained admission. Such pieces may suit the effeminacy of a corrupt nobility—but that which is real and solid, can alone suit the situation of hardy, virtuous, and industrious republicans.

Included in the book are a number of short essays on such subjects as Credulity, Industry, Haughtiness, and Indulgence; scores of precepts which teach honor and virtue; Emitt's speech in defense of his reputation; a Thomas Jefferson inaugural address; and a baccalaureate sermon by Dr. Knott. In the section devoted to poetry are generous extracts from Goldsmith's "Deserted Village," and all of Gray's "Elegy."

This compilation, Scott's Lessons in Elocution, The Columbian Class Book, and Murray's English Reader—the four different Readers he is known to have studied—gave Lincoln access to the choice compositions of the best English and American authors.

Young Lincoln found a copy of The Kentucky Preceptor at the home of Josiah Crawford, a young farmer by whom he was often employed. Probably Crawford or Mrs. Crawford, both natives of Bardstown, Kentucky, had used the book at one of the schools there.

LIBERTY AND SLAVERY.

DISGUISE thyself as thou wilt, still, slavery ! still thou art a bitter draught ; and though thousands, in all ages, have been made to drink of thee, thou art no less bitter on that account. It is thou, Liberty ! thrice sweet and gracious goddess ! whom all, in public, or in private worship ; whose taste is grateful, and ever will be so till nature herself shall change. No time of words can spot thy snowy mantle, or chymic power turn thy sceptre into iron.

2. With thee, to smile upon him as he eats his crust, the swain is happier than his monarch ; from whose court thou art exiled. Gracious Heaven ! grant me but health, thou great bestower of it ! and give me but this fair goddess as my companion ; and shower down thy mitres, if it seem good unto thy divine Providence, upon those heads, which are aching for them.

3. Pursuing these ideas, I sat down close by my table ; and, leaning my head upon my hand, I began to figure to myself the miseries of confinement. I was in a right frame for it, and so I gave full scope to my imagination.

4. I was going to begin with the millions of my fellow creatures born to no inheritance but slavery ; but finding, however affecting the picture was, that I could not bring it near me, and that the multitude of sad groups in it did but distract me, I took a single captive : and, having first shut him up in his dungeon, I then looked through the twilight of his grated door, to take his picture.

5. I beheld his body half wasted away, with a long expectation and confinement ; and felt what kind of sickness of the heart it is, which arises from hope deferred. Upon looking nearer, I saw him pale and feverish. In thirty years, the western breeze had not once fanned his blood—he had seen no sun, no moon, in all that time—nor had the voice of friend or kinsman breathed through his lattice.—His children.—But here my heart began to bleed—and I was forced to go on with another part of the portrait.

6. He was sitting upon the ground upon a little straw, in the farthest corner of his dungeon, which was alternately his chair and bed. A little calendar of small sticks was laid at the head, notched all over with the dismal days and nights he had passed there. He had one of these lit-

PIKE'S ARITHMETIC
(1809)

— — —

Nicolas Pike (1743-1819), author of the Arithmetic which bears his name, was a native of New Hampshire, and the son of a clergyman. After graduating at Harvard, he served his community, both as a teacher and as a civil engineer. His Arithmetic was originally published in 1788, and it was the first textbook on that subject printed in America. An occasional revision kept it abreast the times, and its popularity continued through several decades. In the edition published in 1809, the Preface begins:

The demand for this work still continuing, notwithstanding the publication of other works on Arithmetick and the higher branches of Mathematics, is evidence of its intrinsic merit, and has induced the Proprietors of the copy-right to present the publick with a new and improved Edition.

Numeration, Addition, Subtraction, Multiplication, Division, Reduction, Vulgar Fractions, Rule of Three Direct, Fellowship by Decimals, Tare and Tret, Extraction of Roots, Interest, Barter, and Alligation, are among the subjects treated.

The rules are clearly stated, and sufficient examples are worked out in detail to guide the student in solving the rest of the problems in the book's 300 pages of fine print. The comparatively easy problems at the beginning grow difficult with enough rapidity to satisfy the most exacting; and the student who mastered this book had an excellent foundation for the study of higher mathematics.

Mr. Lincoln once said to Leonard Swett:

My father suffered greatly for want of an education, and he determined at an early date that I should be well educated. * * * We had an old dog-eared arithmetic in our house, and father determined that somehow, or somehow else, I should cipher clear through that book.⁸

If the old dog-eared arithmetic in their home was a Pike, Thomas, as has been suggested, was an ambitious determiner. And it probably was, because most biographers have credited Lincoln with studying Pike when a boy.

MURRAY'S GRAMMAR
(1821)

Lindley Murray (1745-1826), author of *Murray's Grammar*, was the son of Robert Murray, who, in pre-revolutionary days, owned the largest mercantile establishment in New York.

Murray studied under private tutors, and read law in an office where John Jay was also a student. His health failing, he went to England and turned his attention to literature. A school Reader which he compiled was believed by Lincoln to be "the best schoolbook ever put in the hands of an American youth."

As a teacher in a school for young ladies at York, Murray prepared the *Grammar* for his own use. When published, it contained over 300 pages of fine print, and was comprehensive to a fault. As Barton said of Kirkham's work, "It makes a modern language textbook seem like a treatise for the feeble-minded." It maintained its popularity for half a century.

Not content with treating the science of Grammar minutely, Murray added an appendix which was practically an introduction to Rhetoric. He concluded the book with "An Address to Young Students," the following excerpt from which is indicative of its scope and purpose:

Whatever difficulties and discouragements may be found in resisting the allurements of vice, you may be humbly confident that Divine assistance will be afforded to all your good and pious resolutions; and that every virtuous effort will have a correspondent reward. You may rest assured, too, that all the advantages arising from vicious indulgences, are light and contemptible, as well as exceedingly transient, compared with the substantial enjoyments, the present pleasures, and the future hopes, which result from piety and virtue.

If Lincoln studied Dilworth and Murray in Indiana, and then took a postgraduate course in Grammar by studying, or reviewing, Kirkham at New Salem, it is not surprising that Jesse W. Weik marveled at the grammatical accuracy of the thousands of documents that Lincoln left in the court records of the circuit.

CHAPTER VIII.

Of Prepositions.

PREPOSITIONS serve to connect words with one another, and to show the relation between them. They are, for the most part, put before nouns and pronouns : as, "He went *from* London *to* York ;" "She is *above* disguise;" "They are instructed *by* him."

The following is a list of the principal prepositions :

Of	into	above	at	off
to	within	below	near	on or upon
for	without	between	up	among
by	over	beneath	down	after
with	under	from	before	about
in	through	beyond	behind	against

Verbs are often compounded of a verb and a preposition ; as, to uphold, to invest, to overlook : and this composition sometimes gives a new sense to the verb ; as, to understand, to withdraw, to forgive. But in English, the preposition is more frequently placed after the verb, and separately from it, like an adverb, in which situation it is not less apt to affect the sense of it, and to give it a new meaning ; and may still be considered as belonging to the verb, and as a part of it. As, *to cast*, is to throw ; but *to cast up*, or to compute, *an account*, is quite a different thing : thus, to fall on, to bear out, to give over, &c. So that the meaning of the verb, and the propriety of the phrase, depend on the preposition subjoined.

In the composition of many words, there are certain syllables employed, which Grammarians have called inseparable prepositions : as, *be*, *con*, *mis*, &c. in *bedeck*, *conjoin*, *mistake* : but as they are not words of any kind, they cannot properly be called a species of preposition.

One great use of prepositions, in English, is, to express those relations, which, in some languages, are chiefly marked by cases, or the different endings of nouns. See page 50. The necessity and use of them will appear from the following examples. If we say, "he writes a pen," "they ran the river," "the tower fell the Greeks," "Lam-

BLAIR'S RHETORIC
(1819)

Hugh Blair (1718-1801), author of *Blair's Rhetoric and Belles Lettres*, was born in Edinburgh, Scotland, the son of a prosperous merchant. He entered Edinburgh University when twelve years of age, and won favorable notice before he was sixteen for an essay on "The Beautiful." Entering the ministry, he was eventually promoted to the most important charge in Scotland. His five volumes of sermons were favorably received by the public; enthusiastically, by such intimate friends as Dr. Samuel Johnson.

His lectures on Rhetoric, which cover 500 pages, were published in 1783. Blair wrote these lectures at a time when Addison, Pope, and Swift were recognized as the sole models in English style; and he had much to say about the literary power of each. While his book is written in a flowing and elaborate style, critics have complained that it is verbose, and that it shows a lack of both research and original thought. Even so, it maintained its popularity for many years.

Blair's purpose in publishing his lectures and a comment on their possible reception may be found in his Preface:

The following lectures were read in the University of Edinburgh, for twenty-four years. The publication of them, at present, was not altogether a matter of choice. Imperfect copies of them, in manuscript, from notes, taken by students who heard them read, were first privately handed about; and afterwards frequently exposed to public sale.

* * *

If, after the liberties which it was necessary for him to take in criticising the style of the most eminent writers in our language, his own style shall be thought open to reprehension, all he can say, is, that his book will add one to the many proofs already afforded to the world, of its being much easier to give instruction, than to set example.

Henry B. Rankin claimed that young Lincoln collaborated with Ann Rutledge in a study, or review, of Blair while they were living at New Salem.

LECTURE XXV.

ELOQUENCE, OR PUBLIC SPEAKING.....HISTORY OF ELOQUENCE.....GRECIAN ELOQUENCE.....DEMOSTHENES.

HAVING finished that part of the course which relates to language and style, we are now to ascend a step higher, and to examine the subjects upon which style is employed. I begin with what is properly called eloquence, or public speaking. In treating of this, I am to consider the different kinds and subjects of public speaking; the manner suited to each; the proper distribution and management of all the parts of a discourse; and the proper pronunciation or delivery of it. But before entering on any of these heads, it may be proper to take a view of the nature of eloquence in general, and of the state in which it has subsisted in different ages and countries. This will lead into some detail; but I hope an useful one; as in every art it is of great consequence to have a just idea of the perfection of that art, of the end at which it aims, and of the progress which it has made among mankind.

Of eloquence, in particular, is it the more necessary to ascertain the proper notion, because there is not any thing concerning which false notions have been more prevalent. Hence, it has been so often, and is still at this day, in disrepute with many. When you speak to a plain man, of eloquence, or in praise of it, he is apt to hear you with very little attention. He conceives eloquence to signify a certain trick of speech; the art of varnishing weak arguments plausibly; or of speaking, so as to please and tickle the ear. 'Give me good sense,' says he, 'and keep your eloquence for boys.' He is in the right, if eloquence were what he conceives it to be. It would be then a very contemptible art indeed, below the study of any wise or good man. But nothing can be more remote from truth. To be truly eloquent, is to speak to the purpose. For the best definition which, I think, can be given of eloquence, is the art of speaking in such a manner as to attain the end for which we speak. Whenever a man speaks or writes, he is supposed, as a rational being, to have some end in view; either to inform, or to amuse, or to persuade, or, in some way or other, to act upon his fellow-creatures. He who speaks or writes, in such a manner as to adapt all his words most effectually to that end, is the most eloquent man. Whatever then the subject be, there is room for eloquence; in history, or even in philosophy, as well as in orations. The definition which I have given of eloquence, comprehends all the different kinds of it; whether calculated to instruct, to persuade, or to please. But, as the most important subject of discourse is action, or conduct, the power of eloquence chiefly appears when it is employed to influence conduct, and persuade to action. As it is principally, with reference to this end, that it becomes the object of art, eloquence may under this view of it, be defined, the art of persuasion.

This being once established, certain consequences immediately follow, which point out the fundamental maxims of the art. It follows clearly, that in order to persuade, the most essential requisites are, solid argu-

GRIMSHAW'S HISTORY OF THE UNITED STATES
(1845)

The author, William Grimshaw (1782-1852), was a native of Ireland, but came to America at an early date, settling in Philadelphia.

Grimshaw began his work with some "Reflections" of which the following is typical:

About six centuries before Christ, Pythagoras of Samos became acquainted with the learning of Egypt, and defused his observations throughout Greece and Italy. He taught, that the sun was the center of the universe, that the earth was round, that people had antipodes, and that the moon reflected the rays of the sun; a system deemed chimerical, until the philosophy and deep inquiries of the sixteenth century proved it to be incontestible and true.

Then follow circumstantial accounts of the voyages of the early American explorers, the growth of the colonies, the Revolutionary War, the early administrations, and the Second War with Great Britain. In the succeeding fourteen editions, subsequent events are briefly sketched.

Grimshaw marshaled his facts so skillfully, evaluated their importance with such good judgment, and told his story with so many human-interest anecdotes, that it appears doubtful that a more comprehensive and fascinating textbook on the subject has since been published. The following excerpt, taken almost at random, exemplifies the technique that Grimshaw used in an obvious effort to make the subject of History interesting to students:

One day, in the middle of winter, General Greene, when passing a sentinel who was barefooted, said: "I fear, my good fellow, you suffer much from the severe cold." "Yes, very much," was the reply, "But I do not complain. I know I should fare better, had our general the means of getting supplies. They say, however, that in a few days we shall have a fight; and then, I shall take care to secure a pair of shoes."

Murr claims that young Lincoln secured a copy of this work from William Jones, at whose store near the Lincoln home Abraham sometimes worked. If that is true, it would appear more than probable that Jones did retain the textbooks which he used at Vincennes University, and that the boy drew on Jones for such help as he might need in their study.

persed the boats, and frustrated the entire design. Thus weakened by separation, the royal army was exposed to increased danger; and orders were sent to those who had passed, to return. Longer resistance would aggravate, without offering the remotest probability of averting, their misfortune. Lord Cornwallis, therefore, wrote a letter to general Washington, requesting a cessation of arms for twenty-four hours, and the appointment of commissioners to arrange the terms of a surrender. A capitulation was agreed on; by which, the posts of York and Gloucester were entered by the combined forces, on the 19th of October. The honour of marching out with colours flying, which had been refused to general Lincoln on his giving up Charleston, was now refused to Cornwallis: and Lincoln was appointed to receive the submission of the royal army, precisely in the same way in which sir Henry Clinton had received his own.

The troops of every kind that surrendered, exceeded seven thousand; but, so great was the number of sick and wounded, that there were not four thousand capable of bearing arms. The regular forces, employed in their reduction, consisted of seven thousand French, and five thousand five hundred continentals with the addition of about four thousand militia.

This may be considered as the closing scene of the revolutionary war. The whole project was conceived with profound wisdom, and the incidents were combined with singular propriety. The French and American engineers and artillery merited the highest praise. Generals Du Portail and Knox, with colonel Gouvion, and captain Rochefontaine, were promoted. Washington, Rochambeau, De Grasse, and all the officers and men under their command, were honoured with the thanks of congress. Unusual transports of joy pervaded the whole people. It is asserted, that the nerves of some were so agitated, as to produce convulsions; and the aged door-keeper of congress, expired from the violence of his feelings. General Washington ordered, that those who were under military arrests, should be pardoned, and that divine service should be performed in the different brigades of the army; at which, he recommended the presence of all the troops not upon duty, to assist, with a serious deportment and grateful heart, in offering thanks to that Providence who had so remarkably extended his hand in their behalf. Moved by a similar feeling, congress resolved to go in procession to church, to

O'NEILL'S GEOGRAPHY
(1812)

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Accompanying the 386 pages of textual matter in O'Neill's Geography are three maps. The first shows the Eastern and Western Hemispheres, and has much the appearance of those shown in modern works. The second map delineates what is now the eastern half of the United States, including the then District of Maine, and the then Northwest, Mississippi, New Orleans, and Louisiana, Territories. In the expanse now comprising the States of Kentucky, Indiana, and Illinois, but four towns are shown—Lexington, Frankfort, Vincennes, and Kaskaskias.

Most of the information in this book is disclosed in answers to questions:

Q. What may be the population of the United States?

A. In 1810, according to the census, 7,236,868 of inhabitants, including those in the newly acquired territories of Louisiana and New Orleans.

* * *

Q. Are there any literary or humane societies established in Pennsylvania?

A. These are more numerous and flourishing than in any other State.

* * *

Q. What are the political divisions of South America?

A. It is divided between Spain, Portugal, France, Holland, and the Aborigines.

* * *

Q. Which are the middle countries of Europe?

A. Prussia, Germany north and south of the Main, the Austrian dominions, Great Britain and Ireland, Holland and the Netherlands.

* * *

Q. What do you observe worthy of particular remark relative to Asia?

A. This grand division of the earth is particularly remarkable, as being the theatre of almost every action recorded in the holy scriptures. For in it the Almighty planted the garden of Eden, in which he formed our first and common parents, Adam and Eve, from whom the whole race of mankind have descended. Asia, after the Deluge, became again the nursery of the world, whence the descendants of Noah dispersed their various colonies into all the other parts of the globe.

Following the treatise on Geography, are sixty-four pages devoted to an introduction to Astronomy.

CHAPTER XXIX.

NEW ORLEANS.

Q. WHAT is the extent and situation of New Orleans?

A. About 300 miles long from north to south, and 200 broad from east to west. It adjoins the Mississippi on its western banks, and comprehends the islands formed by the mouths of the Mississippi.

Q. How is it bounded?

A. Bounded on the west, by the district of Louisiana; north, by Louisiana and the Mississippi Territory; east, by the river Mobile; and south, by the gulf of Mexico.

Q. Which is the chief town?

A. New Orleans, the seat of government, situate on the N.E. side of the Mississippi, in latitude $29^{\circ} 56'$ N. $14^{\circ} 55'$ W. longitude from Philadelphia, and 105 miles above the mouths of the river. It is regularly laid out in squares, the streets crossing each other at right angles, and are about 34 feet wide. The public buildings are a government house, a customhouse, a military hospital, an extensive barrack calculated to contain 1400 men; a market house, an assembly room, a hospital, a prison, a cathedral church for Roman catholics, &c. Population about 25,000 inhabitants. The situation of New Orleans being low is said to be unhealthy; it is however well situated for trade, and is fast rising into importance.

Q. In what does the commerce of New Orleans principally consist.

A. It carries on a considerable trade with the United States generally. Its exports are sugar, cotton, indigo, rice, flour, tobacco, lumber, hemp, tar, pitch, horses, cattle, &c.; and being advantageously situated on the Mississippi, is become a mart for those countries which adjoin the rivers Ohio, Mississippi, &c.

Q. How is New Orleans governed?

A. It is at present under the jurisdiction of a governor, appointed by the president of the United States.

Q. What is the population of New Orleans?

A. In 1810, by the census it contained 76,556 inhabi-

BONNYCASTLE'S ALGEBRA
(1822)

John Bonycastle (1750-1821) was professor of Mathematics at the Royal Military Academy at Woolwich, England. His *Algebra* was first published in 1782, the thirteenth edition in 1824. He is described as "a good fellow," never pedantic, a lover of Shakespeare, and a good story teller. That he was something of a philosopher as well as a mathematician is suggested by the first two paragraphs of the Preface:

The powers of the mind, like those of the body are increased by frequent exertion; application and industry supply the place of genius and invention; and even the creative faculty itself may be strengthened and improved by use and perseverance. Uncultivated nature is uniformly rude and imbecile, it being by imitation alone that we first acquire knowledge, and the means of extending its bounds. A just and perfect acquaintance with the simple elements of science, is a necessary step toward our future progress and advancement; and this, assisted by laborious investigation and habitual inquiry, will constantly lead to eminence and perfection.

Books of rudiments, therefore, concisely written, well digested, and methodically arranged, are treasures of inestimable value; and too many attempts cannot be made to render them perfect and complete. When the first principles of any art or science are firmly fixed and rooted in the mind, their application soon becomes easy, pleasant, and obvious; the understanding is delighted and enlarged; we conceive clearly, reason distinctly, and form just and satisfactory conclusions. But, on the contrary, when the mind, instead of reposing on the stability of truth and received principles, is wandering in doubt and uncertainty, our ideas will necessarily be confused and obscure; and every step we take must be attended by fresh difficulties and endless perplexity.

The rules and explanations throughout this work are unusually clear and concise. On the last twenty-four of its 310 pages is a treatise on "The Application of Algebra to Geometry." Of it, the author says:

In the preceding part of the present performance, I have considered Algebra as an independent science, and confined myself chiefly to the treating on such of its most useful rules and operations as could be brought within a moderate compass; but as the numerous applications, of which it is susceptible, ought not to be wholly overlooked, I shall here show, in compliance with the wishes of many respectable teachers, its use in the resolution of geometrical problems.

A later work on Algebra, by Jeremiah Day, and containing Lincoln's autograph, is owned by the Chicago Historical Society.

7. Required the value of $\frac{127}{4} \left(\frac{1}{11} \sqrt{19} + \frac{1}{11} \sqrt{35\frac{1}{2}} \right)$, by logarithms.

Ans. 49.38712

MISCELLANEOUS QUESTIONS.

1. A person being asked what o'clock it was, replied that it was between eight and nine, and that the hour and minute hands were exactly together; what was the time?

Ans. 8h. 43min. 38 $\frac{2}{11}$ sec.

2. A certain number, consisting of two places of figures, is equal to the difference of the squares of its digits, and if 36 be added to it the digits will be inverted; what is the number?

Ans. 48

3. What two numbers are those, whose difference, sum, and product, are to each other as the numbers 2, 3, and 5, respectively?

Ans. 2 and 10

4. A person, in a party at cards, betted three shillings to two upon every deal, and after twenty deals found he had gained five shillings; how many deals did he win?

Ans. 13

5. A person wishing to enclose a piece of ground with palisades, found; if he set them a foot asunder, that he should have too few by 150, but if he set them a yard asunder he should have too many by 70; how many had he?

Ans. 180

6. A cistern will be filled by two cocks, A and B, running together, in twelve hours, and by the cock A alone in twenty hours; in what time will it be filled by the cock B alone?

Ans. 30 hours

7. If three agents, A, B, C, can produce the effects a, b, c, in the times e, f, g, respectively; in what time would they jointly produce the effect d.

Ans. $d \div \left(\frac{a}{e} + \frac{b}{f} + \frac{c}{g} \right)$

FERGUSON'S ASTRONOMY
(1809)
— — —

James Ferguson (1710-1776), son of an English farm laborer, seems as a child to have been something of a mechanical and mathematical genius. He studied out principles for himself, and was later delighted to find in books that he had been right. For four years while a youth, he tended sheep by night and studied the stars. He entered upon his career as a teacher and popular scientific lecturer in 1748, and often discussed mechanics with George III. His *Astronomy*, first published in 1756, met with immediate and complete success. English and American reprints continued to appear until 1821. The first chapter begins:

Of all the sciences cultivated by mankind, *astronomy* is acknowledged to be, and undoubtedly is, the most sublime, the most interesting, and the most useful. For, by knowledge derived from this science, not only the magnitude of the earth is discovered * * * but our very faculties are enlarged with the grandure of the ideas it conveys, our minds exalted above the low contracted principles of the vulgar, and our understandings clearly convinced, and affected with the conviction, of the existance, power, goodness, immutability, and the superintendency of the SUPREME BEING.

Having thus paid tribute to one convention of his day, Ferguson, through the next 500 pages, discourses interestingly upon the universe, its parts, and their relation to each other—with all the objectivity and lack of emotion one might expect from a mathematician and scientist.

In 1865, while Herndon was interviewing former neighbors of the Lincolns in Indiana, Kate Roby said of Abraham:

He was well acquainted with the general laws of astronomy and the movements of the heavenly bodies, but where he could have learned so much, or how to put it so plainly, I never could understand.⁹

That Mr. Lincoln retained his interest in the subject is indicated by his carrying with him over the circuit at one time a later work on *Astronomy* by Denison Olmsted, a professor at Yale.

CHAP. XV.

The Moon's Surface mountainous: Her Phases described: Her Path, and the Paths of Jupiter's Moons delineated: The Proportions of the Diameters of their Orbits, and those of Saturn's Moons, to each other; and the Diameter of the Sun.

252. **B**Y looking at the Moon through an ordinary telescope, we perceive that her surface is diversified with long tracts of prodigious high mountains and deep cavities. Some of her mountains, by comparing their height with her diameter (which is 2180 miles,) are found to be three times as high as the highest mountains on our Earth. This ruggedness of the Moon's surface is of great use to us, by reflecting the Sun's light to all sides: for if the Moon were smooth and polished like a looking-glass, or covered with water, she could never distribute the Sun's light all round: only, in some positions, she would shew us his image, no bigger than a point, but with such a lustre as might be hurtful to our eyes.

PLATE
VII

The
Moon's
surface
mountain-
ous.

253. The Moon's surface being so uneven, many have wondered why her edge appears not jagged as well as the curve bounding the light and dark parts. But if we consider, that what we call the edge of the Moon's disc is not a single line set round with mountains, in which case it would appear irregularly indented, but a large zone, having many mountains lying behind one another from the observer's eye, we shall find that the mountains in some rows will be opposite to the vales in others, and fill up the inequalities, so as to make her appear quite round; just as when one looks at an orange, although its roughness be very discernible on the side next the eye, especially if the Sun or a candle shines obliquely on that side, yet the line terminating the visible part still appears smooth and even.

Why no
hills ap-
pear on
her edge.

SAY'S POLITICAL ECONOMY
(1821)

Jean-Baptist Say (1767-1832) was born at Lyons, France. He began a mercantile career, and clerked for a time in London. He was so intrigued by Adam Smith's *Wealth of Nations* that he adopted the study and teaching of Political Economy as his vocation. His principal work was published in 1803. While not particularly original in his thought, Say wrote so convincingly and entertainingly that he gained a large following. English and American editions soon appeared. In the original introduction, we find:

Under every form of government, a state, whose affairs are well administered, may prosper. Nations have risen to opulence under absolute monarchs, and have been ruined by popular councils. If political liberty be more favorable to the development of wealth, it is but indirectly; in the same manner that it is more favorable to general education.

By the English Editor:

Political science has, in this country, become quite a necessary part of education. Aided by the general advance of human intelligence, and stimulated by the acute sense of individual, or the dismal scene of national, calamity, its maxims have been discussed alike in the counting-house and in the cabinet: in the former, with all the warmth and anxiety generated by curiosity and personal interest; in the latter with that enforced attention, with which public functionaries will ever regard the approach of what must necessarily tend, at every step, to reduce their own importance, and to render the art of government less mysterious and less voluminous.

By the American Editor:

Since the publication of Dr. Adam Smith's profound and original inquiry into the nature and causes of the *Wealth of Nations*, no work, written on the science of Political Economy, has appeared in Europe that has attracted so much attention and received such distinguished approbation from very competent judges, as the present treatise by M. Say.

The feeling by some of Lincoln's Illinois contemporaries that he gave but perfunctory attention to works like this may have originated because such subjects were "old stuff" to him, he having been "all through that" years before—in Indiana.

amply provided with that material, richer than one which is more scantily supplied ?

I must here take leave to anticipate a position, established in chap. 21. of this book, wherein the subject of money is considered: *viz.* that the total business of national exchange and circulation requires a given quantity of the commodity, money, of some amount or other. There is in France a daily sale of so much wheat, cattle, fuel, property moveable and immoveable, which sale requires the daily intervention of a given value in the form of money, because every commodity is first converted into money, as a step towards its further conversion into other objects of desire. Now, whatever be the relative abundance or scarcity of the article money, since a given *quantity* is requisite for the business of circulation, the money must of course advance in value, as it declines in quantity, and decline in value, as it advances in quantity. Suppose the money of France to amount now to 3000 millions of *francs*, and that by some event, no matter what, it be reduced to 1500 millions; the 1500 millions will be quite as valuable as the 3000 millions. The demands of circulation require the agency of an actual value of 3000 millions; that is to say, a value equivalent to 2000 millions of pounds of sugar, (taking sugar at 30 *sous* per lb.) or to 180 millions of *hectolitres* of wheat (taking wheat at 20 *fr.* the *hectolitre*). Whatever be the weight or bulk of the material, whereof it is made, the total value of the national money will still remain at

PALEY'S MORAL PHILOSOPHY
(1818)

William Paley (1743-1805) was educated at Cambridge, England, and later was a junior tutor there. He was too democratic for that aristocratic age, and such pronouncements as "the divine right of kings is the same as the divine right of constables" debarred him from the highest positions in the church. His lectures on Locke, Clarke, and Butler became the basis of his *Principles of Moral and Political Philosophy*. This work has been called "a most remarkable mixture of utilitarianism and theology" because, for one reason, virtue is defined as "the doing good to mankind in obedience to the will of God, and for the sake of everlasting happiness." For all that, its popularity with the masses made necessary the printing of fifteen editions during Paley's lifetime. He begins with a definition:

Moral Philosophy, Morality, Ethics, Casuistry, Natural Law, mean all the same thing; namely, *that science which teaches men their duty and the reasons of it.*

In a chapter headed "Of Property," is a dissertation which would suggest "pinkness" even today. One paragraph reads:

If you see a flock of pigeons in a field of corn; and if (instead of each picking where and what it liked, taking just as much as it wanted, and no more) you should see ninety-nine of them gathering all they got in a heap; reserving nothing for themselves but the chaff and the refuse; keeping this heap for one, and that the weakest, perhaps the worst, pigeon of the flock; sitting around and looking on all the winter, whilst this one was devouring, throwing about, and wasting it: If you should see this, you would see nothing more than is every day practiced and established among men.

Paley's complete writings, including his *Moral Philosophy*, *Evidences of Christianity*, *Natural Theology*, *Tracts*, *Clergyman's Companion*, and *Sermons*, were eventually collected in a single volume. Lincoln's own copy is still extant.

If Lincoln studied Paley's *Moral Philosophy* while living in Indiana, he was only renewing an old acquaintance when he secured and read that author's "Works" at Springfield.

CHAPTER IX.

OF THE DUTY OF PARENTS.

THAT virtue, which confines its beneficence within the walls of a man's own house, we have been accustomed to consider as little better than a more refined selfishness: and yet it will be confessed, that the subject and matter of this class of duties are inferior to none in utility and importance: and where, it may be asked, is virtue the most valuable, but where it does the most good? What duty is the most obligatory, but that on which the most depends? And where have we happiness and misery so much in our power, or liable to be so affected by our conduct, as in our own families? It will also be acknowledged, that the good order and happiness of the world is better upheld whilst each man applies himself to his own concerns and the care of his own family, to which he is present, than if every man, from an excess of mistaken generosity, should leave his own business to undertake his neighbour's, which he must always manage with less knowledge, conveniency, and success. If, therefore, the low estimation of these virtues be well founded, it must be owing, not to their inferior importance, but to some defect or impurity in the motive. And indeed it cannot be denied, but that it is in the power of *association* so to unite our children's interest with our own, as that we shall often pursue both from the same motive, place both in the same object, and with as little sense of duty in one pursuit as in the other. Where this is the case, the judgment above stated

GIBSON'S SURVEYING
(1811)

In the short sketch of his life that Mr. Lincoln wrote for Scripps in 1860, he said:

The surveyor of Sangamon offered to depute to Abraham that portion of his work which was within his part of the county. He accepted, procured a compass and chain, studied Flint and Gibson a little, and went at it.¹⁰

Because the works mentioned were then among the most popular on the subject, it seems likely that it was one or both of them that Lincoln studied in Indiana under James Blair; and that he simply reviewed them "a little" at New Salem before he "accepted" the position. Probably no County Surveyor, certainly not one as ambitious, competent, and intelligent as John Calhoun, would "depute" official work for which he must accept the responsibility to anyone whom he did not know had been thoroughly prepared under a competent instructor.

In 1804, The Reverend Abel Flint (1765-1825), of Hartford, Connecticut, had in manuscript a work which he called: "A System of Geometry and Trigonometry; together with a Treatise on Surveying." The Surveyor General of the State in a recommendation said: "The surveyor who shall own this book will not be under the necessity of purchasing GIBSON, which is a more expensive work." When published, Flint's book contained a total of 240 pages.

Robert Gibson was an English teacher. His work on Surveying was first published in 1767, and its popularity continued for many years. The page of Contents shown herein was taken from the 1811 American edition, and indicates its scope. That edition contained over 500 pages.

This writer believes that a person who examined the 750 pages of definitions, explanations, problems, tables, and figures, in these two books, and then supposed that any young man who was unacquainted with the subjects discussed, could master them "in six weeks," would be, at the least, a liberal supposer.

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REFERENCES AND NOTES

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1. Nicolay & Hay, i, 639-40.

In the short autobiography which he wrote for Jesse W. Fell in 1859, Mr. Lincoln said:

Of course when I came of age I did not know much. Still, somehow, I could read, write, and cipher to the rule of three, but that was all.¹

That "but that was all" and his letter the same year to Samuel Galloway, which reads in part:

Your very complimentary, not to say flattering letter of the 23rd inst. is received * * * I must say that I do not think myself fit for the presidency * * * I shall look for your letters anxiously,"²

would be disconcerting, and real posers, if one failed to remember that Lincoln was always a practical politician, and could dissemble a bit when no serious principle was involved, and the end seemed to justify the means. Whitney tells of his defending criminals whom he thought guilty.³ He joined with other counsel in an effort to send a negro woman in Illinois back into slavery.⁴ He disliked liquor, and made temperance addresses; but rather than appear censorious with his associates on the circuit, would sometimes himself indulge mildly.⁵ He did not refuse the nomination for the Presidency because his managers, at a critical time, packed the galleries of the convention hall with Lincoln claqueurs—by using counterfeit tickets.⁶ Baringer says that Lincoln kept his record straight by notifying these managers that he would be bound by no agreements made to secure his nomination; but after horse trading on a large scale had secured success, he chose to keep the party united by paying in full debts which they had contracted, even to several cabinet positions.⁷ As a reward for securing the nomination of Lincoln by such methods as political exigencies seemed to require, Davis received an appointment to the Supreme Court—when Lincoln preferred Browning.⁸ During the war, when several additional votes were required to pass through Congress an act which Lincoln thought vital to the country's welfare, he authorized Charles A. Dana to promise whatever might be necessary to secure the votes.⁹ He secured the nomination of Andrew Johnson as his running mate in 1864 by methods so sly and indirect that even his own secretaries did not know whom he favored for the place.¹⁰ Not one of these incidents involves moral turpitude; but they do indicate that Lincoln never doubted that he could be broadly honest without being narrowly sanctimonious. While his essential honesty was so patent that it became proverbial, he was never afflicted with an ingrowing moral

philosophy. His integrity was practical, not technical or emotional. He promoted immutable principles by the only means that promised success—practical politics.

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| (1) <i>Nicolay & Hay, i</i> , 597. | (6) <i>Baringer</i> , 267, 278. |
| (2) <i>Ibid.</i> , 537-38. | (7) <i>Ibid.</i> , 334-35. |
| (3) <i>Whitney</i> , 139-40. | (8) <i>Whitney</i> , 86; Pratt, 171. |
| (4) <i>Woldman</i> , 56-66. | (9) <i>Dana</i> , 175-76. |
| (5) <i>Whitney</i> , 161-62. | (10) <i>Seitz</i> , 421-23. |

Robert H. Browne, while a Civil War soldier stationed in the Lincoln Country of Kentucky, spent several weeks interviewing people who had known Thomas Lincoln and his family. He says that "one intelligent woman" near Elizabethtown said that Abraham was always "a-studyin' " when he could get a book, and "it did set everybody a-wonderin' how much he knew, and him not mor'n seven."¹ In the Scripps campaign biography of Lincoln, we are told that when the family arrived in Indiana, in Abraham's eighth year, his "skill as a penman was put into requisition," and that he thereafter acted "as an amanuensis for the neighborhood."² Joseph D. Armstrong, one of Spencer County's earliest historians, has stated that Lincoln's teachers in Indiana affirmed that Abraham "could read well at the age of eight years."³

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| (1) <i>Browne, i</i> , 70, 83. | (2) <i>Scripps</i> , 2. |
| (3) <i>Ehrmann</i> , 33-4. | |

If "that was all" young Lincoln knew when he reached Illinois, and he had the energy and ability immediately afterwards to master the science of Grammar "in three weeks," and Surveying "in six weeks," what *could* he have been doing during all the fourteen years he spent in Indiana while associating with at least some young people who attended academies and colleges? If he had been so dumb in Indiana that he could get no farther than the Rule of Three (proportion) in fourteen years, what magic wand enabled him, immediately afterwards in Illinois, to comprehend and master Geometry, Trigonometry, and Plain Surveying, by studying "a little" for a few weeks? That postulate may have been excellent political propaganda in 1860, but it should not be taken seriously, one might think, in this year of our Lord. Some of the textbooks on Moral Philosophy in Lincoln's youthful days—Paley's, for instance—taught that political exaggerations are not culpable, because everyone expects them and nobody is deceived by them.

Many of Lincoln's contemporaries who became distinguished had been born in log cabins, and had struggled for their educations; probably some of them had split more fence rails than the whole Lincoln family; but none of them, apparently, knew how to dramatize such commonplace events as did Lincoln and Richard J. Oglesby. And one has a right to wonder if Oglesby didn't stage the dramatic Decatur-Convention fence-rail episode at the suggestion of Lincoln—who was present and keeping in close touch with the proceedings.

Lincoln's genius for political finesse not only created the enthusiasm which insured his election, but was invaluable to the country during the war. He managed to keep radical New England and the conservative Border States working together for Union; and through all the political vicissitudes of the conflict, not one foreign government ever sent a minister to Richmond.

2. Herndon & Weik, ii, 148.

3. Huxley, 47.

4. Letter from Charles T. Baker.

5. Throughout his entire life, Mr. Lincoln exemplified Micha's conception of the whole duty of man—do justly, love mercy, walk humbly. He seems to have believed that from a political standpoint the greatest of these is walk humbly. After he had been President and Commander-in-Chief for over three years, he wrote: "I claim not to have controlled events, but confess plainly that events have controlled me."¹

When a young man, the present writer once paid three dollars for a not-too-good seat to hear Sir Henry Irving, then considered the best actor on the stage. In a curtain speech, Irving's modesty when referring to his poor talents, and his appreciation for the applause he had received from a corn-belt audience, were almost pathetic in their humility. He was a good actor. So was Lincoln.

(1) *Nicolay & Hay*, ii, 509.

6. Murr, 68; Vannest, 124.

7. *Nicolay & Hay*, i, 3.

8. Rice, 458.

9. Herndon, i, 36.

10. *Nicolay & Hay*, i, 641.

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